DOCUMENT RESUME

ED 292 730 SO 019 025

TITLE	The Great Depression. Coping with an Economic Disaster. Perspectives.
INSTITUTION	Procter and Gamble Educational Services, Cincinnati, OH.
PUB DATE	85
NOTE	23p.; For other units in this series, see SO 019 024-032.
AVAILABLE FROM	Proctor and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 ($1.95); complete series, $9.95).
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Business Cycles; *Economic Change; Economic Climate; *Economics; Secondary Education; Simulation; Social Studies; *United States History; Units of Study
IDENTIFIERS	*Depression (Economic 1929)

ABSTRACT

This teaching unit, one of a series of eight, contains an overview, objectives, suggested teaching procedures, and expanded activities. In the three learning activities provided, students are presented with real situations that businesses faced during the Depression. They are asked to make decisions for each situation based on three different options. Possible outcomes for each of the options are then discussed. Each of the situations is supported by facsimiles of original documents of the period as well as period photographs. Situation 1 presents students with the dilemma of companies trying to save their businesses during the Depression. In situation 2, a company is faced with the problem of whether or not to lower prices in order to outsell its competitors. Students are given three different options. In situation 3, a business is faced with President Hoover's appeal for a shorter work week and sharing the work that is available. (SM)

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THE GREAT DEPRESSION. COPING WITH AN ECONOMIC DISASTER. PERSPECTIVES.

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Perspectives
From Procter & Gamble Educational Services

$1.95

THE GREAT DEPRESSION

Coping with an economic disaster

The Great Depression shook every aspect of our society. Business, big and small, for example, was faced with grave decisions.

Here is material that gives students examples of how one business 1) coped with the immediate crisis; 2) tried to provide for the long-term sales and earnings required for the enterprise's survival; 3) attended to the interests of its shareholders, employees, and customers.

This unit challenges students to gain new historical perspectives by testing their own solutions against some of the decisions made by one major corporation.

This material is intended to supplement classroom discussions of the Great Depression. It can be used in one or two History, Sociology, Business, or Economics class periods. This unit consists of this teacher folder with accompanying student materials (see inserts) which can be duplicated and distributed. The unit can be used for grades 7-12, all ability levels.

This unit, one in a series (see back cover) relies heavily on material from the Procter & Gamble Archives and other primary source documents. This unit on the Depression can be used as a model for encouraging students to look at other companies, both local and national.

UNEMPLOYED BUY APPLES 5¢ EACH
UNEMPLOYED BUY APPLES 5¢ EACH
UNEMPLOYED BUY APPLES 5¢ EACH
UNEMPLOYED BUY APPLES 5¢ EACH
UNEMPLOYED BUY APPLES 5¢ EACH

...l illustrations in this folder set the scene for a discussion
...f The Great Depression.

Overview

(This Overview suggests the depth and breadth of "the Great Depression." Importantly, it helps explain the overall environment in which students will be assuming the roles of members of the Board of Directors of a company in search of ways to deal with the economic crisis at hand.

Read the Overview and review all inserts before attempting activities. You will find these few minutes well spent.)

October 29, 1929. "Black Tuesday", was the beginning of the great stock market crash. It was the end of hope for millions of Americans who had invested in the stock market, hoping to "get righ quick." In one week, over 30 billion dollars evaporated as market prices kept falling. The crash marked the beginning of the longest and worst depression our country has ever experienced. Personal fortunes disappeared along with bankrupt businesses and banks. At the depth of the depression, 25% of America's working force was unemployeed and unable to find any kind of work. Another 25% or more were working only a few days a week and faced serious privations. The Great Depression battered the economic system and virtually every individual, community, and business in the country.

In the learning activity which follows, students will learn about some of the conditions existing during the Depression. Working in small groups, acting as members of the Board of Directors of a company caught in the turmoil,

NO HELP WANTED

THE CINCINNATI COMMITTEE FOR STABILIZING EMPLOYMENT

reports many thousands of our own people out of work. Your presence here only adds to distress and does not improve your lot. Naturally our own people will be put to work first. Better seek a job in your own home town

Copy of a notice posted by The Cincinnati Committee For Stabilizing Employment (The Cincinnati Historical Society).

National Archives

students will face three specific economic problems common to businesses during the Depression.

Each student group will be asked to reach a consensus "corporate decision" on how they would solve the problem, keeping the long-term interests of employees, shareholders, and customers in mind. Then the class should reach a classroom consensus before seeing the decision made by one company, Procter & Gamble.

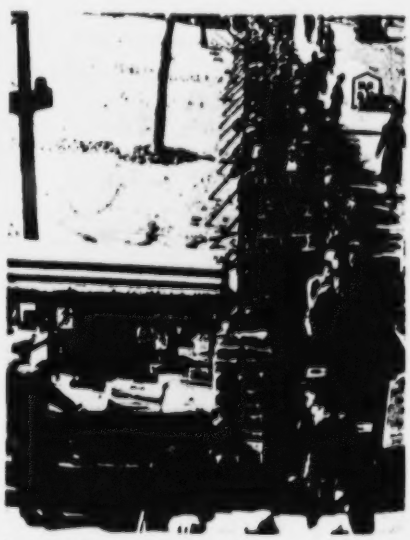
Through this process, students will assume the same challenges a company like P&G did in the Depression. Namely: How to cope with the immediate crisis? How to provide for long-term sales and earnings so this company might survive? How to survive while still being mindful of the interests of shareholders, employees, and customers?

Each segment of the exercise should take approximately 15-25 minutes of class time. As students assume their role playing, it is important to remind them again that it is 1929. Most of today's research and development facilities, as well as current communications techniques, are not available.

Objectives

Students who participate in this activity will be able to:

1. List factual information about economic realities during the early years of the Great Depression to demonstrate understanding of characteristics typically associated with depressions.
2. Describe the relationship between providing jobs and maintaining profit levels to stay in business.
3. Explain how one company coped when confronted with the challenges of the depression, as a case study of the challenges which face many producers in a depression and examine the consequences of such decisions.

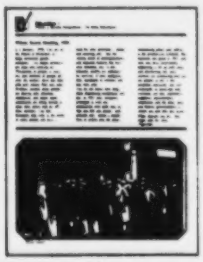


Franklin D. Roosevelt Library

Suggested Teaching Procedure

1. To get started, use the Overview to set the scene. As a novel approach either record it on tape yourself, or have students tape it and play it for the class. Have students list 10 specific economic realities during the early years of the Great Depression.
2. Use the VOCABULARY sheet (see insert) to introduce students to new terms they will use in this unit.
3. Divide the class into groups of four to six students each. Instruct the groups that they are to act as the "Board of Directors" of a major American corporation and will be presented with various situations and asked to make major policy decisions on pressing economic issues.

Use Situation I



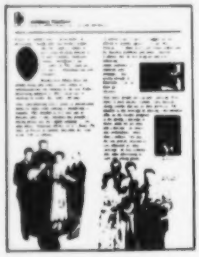
4. Distribute copies or read SITUATION I to each group. Allow each "Board" group ten minutes to read the scenario and/or discuss the options. Point out that there is no single correct answer. Many corporations were faced with similar problems and arrived at many different answers.
5. When the allotted time is up, have one member of each group present the group's corporate decision and the reasons they made that decision. List each decision and a summary of each group's reasons on the chalkboard.
6. When each group has presented its decisions ask the class to identify corporate goals that all groups might have pursued in considering the decisions they made. List these corporate goals in a straight column.

In a column across the top, list the decisions each group made. Ask the entire class to decide whether a "+", a "-", or a "?" should be assigned to each goal in regard to each decision.

As an additional learning exercise ask each student to explain in writing the decision-making process through which they have gone.

Museum of the City of New York

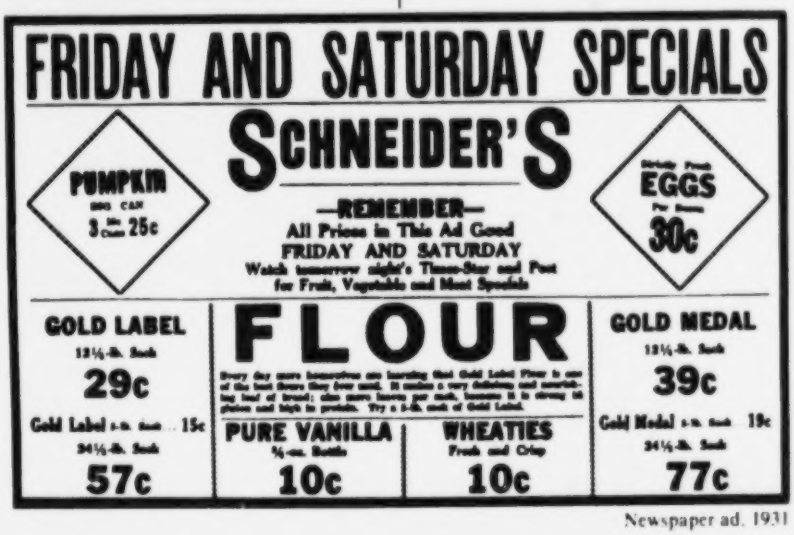
Use Company Decision I



7. Distribute copies or read COMPANY DECISION I.

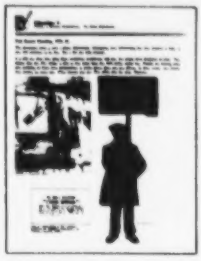
(Teacher Note: Procter & Gamble decided on Option 3: spend money advertising on daytime radio.)

Explain that this represents the decision reached by one company faced with this circumstance. Lead a discussion based on these questions:
a) Was the decision made by the student "Board of Directors" the same as the one made by the company? Why or why not?
b) Why did the company make the decision it did?



Newspaper ad, 1931

Use Situation II



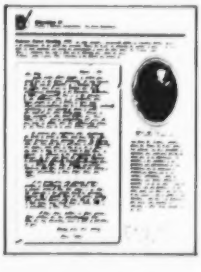
8. Distribute copies or read SITUATION II to the class. Follow the same procedures as used in SITUATION I.

(Teacher Note: Procter & Gamble decided on Option 2: reduce product prices and employee salaries.)

Use Documents A, B, C and D

When the "Board of Directors" has made a single decision, distribute or show copies of DOCUMENTS A, B, C and D. Lead a discussion based on the questions asked under Company Decision I.

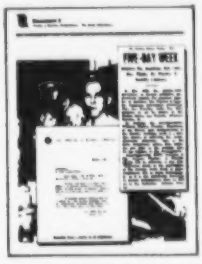
Use Situation III



9. Distribute copies or read SITUATION III. Follow the same procedures used in SITUATION I.

(Teacher Note: Procter & Gamble's solution was to adopt a five-day work week.)

Use Document E



After the student "Board" reaches a corporate decision, distribute or show copies of DOCUMENT E and conduct a discussion based on the questions asked under Company Decision I.

Expanded Activities

1. A review of basic economic concepts in the context of various historical periods, can provide one or more clues to the how and why as well as the what, when, and where of historical events.

The Great Depression unit contains examples of economic concepts as "played out" through the experience of one company. For discussion with students, see TEACHER SHEET I.

Use Teacher Sheet I

2. Interview a person who experienced the Great Depression. Ask about working conditions, salary, company policy, coping with unemployment, etc.

3. Research a local company about its response to the problems of the Great Depression.

FIVE-DAY WEEK

Adopted For American And Canadian Plants Of Procter & Gamble Company.

In line with the nation-wide movement to spread available employment among the greatest number of workers, the Procter & Gamble Company announced yesterday that the five-day week has been adopted in all its plants in the United States and Canada, effective October 10.

In making the announcement William Cooper Procter, Chairman of the Board, said inauguration of the shorter working week is a definite means of relieving the unemployment situation, "and is the most important action that industry can take at the present time for the welfare of the unemployed."

Approximately 10,000 workers in the various Procter & Gamble plants will be affected, it was said. "Intensive study of the application of the shorter work week to office employees will be made immediately, as it is felt extremely desirable to spread em- -ment here as well

The Cincinnati Enquirer October 5, 1932

Grocery store poster, 1932

THE PROCTER & GAMBLE COMPANY

CINCINNATI U. S. A.

October 6, 1931

To all Employees of
The Procter & Gamble Co.

Effective October 15th, all salaries, including the salaries of all executives, will be reduced from 10% to 15%, and wages approximately 10%.

For the continued successful operation of its business, the Company's costs of production and distribution must be kept adjusted to the prevailing economic and industrial conditions.

In readjusting the salary and wage scale of The Procter & Gamble Company, the management has been careful that the actual wages paid measured in purchasing power have been kept above the 1928 and 1929 level.

We believe that such a readjustment is just and right and will maintain the same standards of living for our people as during those years of prosperity.

By order of the
Board of Directors
WM. COOPER PROCTER
Chairman

THE PROCTER & GAMBLE COMPANY

CINCINNATI U. S. A.

Ivorydale, Ohio
October 7, 1931

Employees of the Manufacturing Department:

The wage adjustment referred to in the enclosed letter will be on the following scale:

Average Hours in Office per Week	Reduction in Cents per Hour
Below 35	5
35 to 40½	6
41 to 45½	6
55 to 60½	6
61 to 70½	7
Over 71	8

This will be effective with the first payroll period starting on or after October 15th.

R. K. BRIGGS
Vice President
in charge of Manufacturing

THE NEW YO

New Sellout To Feed Pe

5 BUSINESS HEADS JOIN IN RELIEF DRIVE

Will Act for Trade Groups in Raising $12,000,000 for Unemployment Aid.

WHEAT AND COTTON FOR NEEDY ON CREDIT

LISTS NAVAL PAY CUTS.

TEACHERS DEMAND FOOD.

2,000, Payless in Chicago, Raise Storm at Meeting on Relief.

The Detroit News

Optional Activities for Average-Ability Students

1. Role-play situations:

a. William Cooper Procter explaining to his workers why the company is reducing wages; workers directly responding to him.
b. Workers, among themselves, discussing how to cope with reduced wages.

2. Create one episode of a "soap opera" (including commercials) covering one worker's family discussing how to cope with reduced wages.

3. Have students write a response from Mary Johnston to her uncle, William Cooper Procter (SITUATION III).

4. Create advertising designed to sell Ivory soap (or other products) during the Depression.

Project Advisors

Anne Beversdorf, Information Specialist, Indiana University; Dr. Carole L. Hahn, Associate Professor, Division of Educational Studies, Emory University, Georgia; Dr. Robert C. Miles, Director, University School of Nova University, Florida; C. Frederick Risinger, Coordinator for School Social Studies, Indiana University.

Suggested discussions and revisions for using Perspectives to discuss economic concepts in an historical context were developed by: Dr. Robert J. Highsmith, Director of Research, Joint Council on Economic Education, New York, and Dr. George Vredeveld, Director, Greater Cincinnati Center for Economic Education.

Perspectives units include:

Perspectives Series I:
Cottages to Corporations; World War I; The Great Depression; Reflections of History.

Perspectives Series II:
The Civil War; Coping with Growth (Industry in the Late 1800's); World War II; International Operations.

Procter & Gamble
EDUCATIONAL SERVICES

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"Ma Perkins" (in costume). "Ma" was the "mother" of "Soap Operas." The radio serial began in 1933 and continued as a household favorite until television came on the scene in the early 1950's.

The cast of P&G's first radio serial - "The Puddle Family".

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Vocabulary

Procter & Gamble Perspectives - The Great Depression

TERM	DEFINITION
BOARD OF DIRECTORS	—a group of persons elected by the shareholders of a corporation to oversee the overall direction of the corporation, as opposed to managing the corporation's day to day operations
NECESSITY	—something a person feels he or she cannot do without
DEPRESSION	—a period of low general economic activity marked by mass unemployment, a major reduction in the price that can be asked for goods and services (deflation), a decreasing use of available workers and production resources, and a low level of investment in plants and machinery for future production
BANKRUPT	—a legal judgment indicating more debts than resources with which to pay them
COMPETITIVE PRICE	—an amount capable of rivaling that asked by others
EMPLOYEE	—one hired by another usually in a position below the level of those who own or manage a business
RECESSION	—a period of reduced general economic activity less severe and prolonged than a depression but also marked by a decline in employment, profits, production, and sales
SHAREHOLDER (ALSO CALLED STOCKHOLDER)	—one that holds or owns one or more shares of stock indicating partial ownership of a venture organized for profit
PRODUCTION SCHEDULE	—a plan indicating the time and sequence of making goods/materials
"SHARE THE WORK"	—a nationwide appeal, issued by President Herbert Hoover during the Depression, which asked employers to reduce the number of hours in the work week for each employee and to hire the unemployed to work the other hours
CONSUMER	—one who utilizes goods or services
EVEN OUT PRODUCTION	—to level out high and low volume work periods to make output run at a more even pace

Teacher's Note: See other side

Teacher's Note:

The words or terms listed are used in this unit. The definitions shown relate to the use of these words in the context of this unit. Use this list of definitions as a learning guide for students or, by covering the definitions and making copies for students, use it as a wrap up test.

Summer Board Meeting, 1931

It is July, 1931. You are on the Board of Directors of a large consumer goods company. Two major products are soap and cooking oil. Thousands of people in your city and millions of people all over the country have lost their jobs and cannot find new ones. Without income, these people are buying only absolute necessities, and many more companies are being forced to close their doors and lay off their workers. You feel fortunate that even in the worst of times people still have a need for your products—soaps and cooking oils—but the vicious circle of unemployment and business failures has hurt your business, too. In any business, profits are necessary for survival. If your company fails, hundreds of workers will lose their jobs.

You do not know how long these depressing conditions will last. In 1923 your company arranged to even out production over each year so that you felt you could—and actually did—insure a steady flow of orders into the plant, eliminating peaks and valleys in the production schedule. But business was good in 1923, and now you have storerooms beginning to fill up with soap and shortening that your workers are producing and you are unable to sell. If this situation continues, you will eventually be bankrupt and everyone will lose: customers; suppliers; shareholders; employees and the local, state, and federal governments to which you and they pay taxes. What should you do? (See other side for your "Options".)

National Archives

OPTION 1

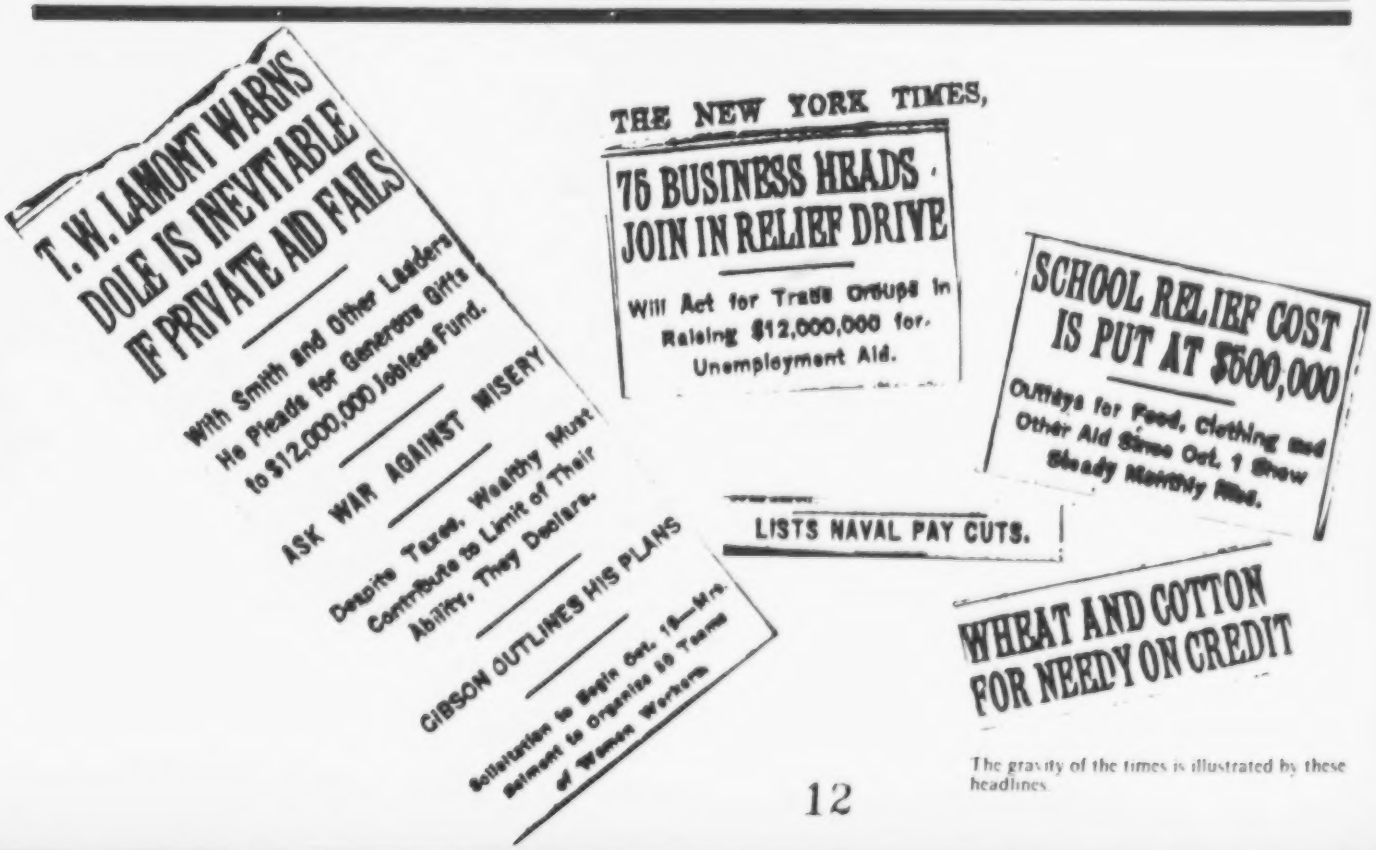
Wait and see. If you wait longer, it is possible that business conditions will improve. After all, there have been recessions before and none have lasted over a year or so. By waiting, you can avoid breaking promises to your workers and will have a good supply of materials to sell when conditions improve and people suddenly want more of everything. If things continue to go downhill, you can make another decision later.

OPTION 2

Lay off workers. Although you have made a written promise not to, no one could have imagined an economic emergency like this. If your company goes bankrupt, that will mean all your workers will lose their jobs forever. If you lay them off temporarily, the company may be able to regain strength and hire them back later. Besides, laying off workers would save you the money you are paying them in salaries and not making in sales. It would also mean you would not be producing even more soap and cooking oil to add to the supply growing in your storerooms.

OPTION 3

Spend money advertising. Despite the depression, people still need essential household products like soap and cooking oil. If you can convince people that buying your product is a good way to spend their money, you will be able to get rid of the supplies building up in your storerooms and continue to sell new supplies as they are being manufactured. The only problem is, money is something in very short supply and some shareholders argue that you should reduce spendings.


T. W. LAMONT WARNS
DOLE IS INEVITABLE
IF PRIVATE AID FAILS
With Smith and Other Leaders
He Pleads for Generous Gifts
to $12,000,000 Jobless Fund.
ASK WAR AGAINST MISERY
Despite Taxes, Wealthy Must
Contribute to Limit of Their
Ability, They Declare.
GIBSON OUTLINES HIS PLANS
Solicitation to Begin Oct. 19—Mrs.
Belmont to Organize 10 Teams
of Women Workers.
THE NEW YORK TIMES,
75 BUSINESS HEADS
JOIN IN RELIEF DRIVE
Will Act for Trade Groups in
Raising $12,000,000 for
Unemployment Aid.
SCHOOL RELIEF COST
IS PUT AT $500,000
Outlays for Food, Clothing and
Other Aid Since Oct. 1 Show
Steady Monthly Rise.
LISTS NAVAL PAY CUTS.
WHEAT AND COTTON
FOR NEEDY ON CREDIT

The gravity of the times is illustrated by these headlines.

Procter & Gamble chose to spend money on advertising. Though some shareholders argued that P&G ought to reduce its advertising spending because of the poor economic conditions, company management was convinced that P&G could not interrupt its communications with consumers.

Besides print media which was already being used widely, a new avenue of communications was opening for the firm. Radio advertising appeared to offer a novel way of reaching the public. But could it sell soap?

After experimenting with a variety of instructional shows on topics from cooking to laundering to etiquette, P&G decided to try a new type of daytime radio. It was a decision that brought a lasting phrase into the English language—"the soap opera." Historian Alfred Lief in *It Floats: The Story of Procter & Gamble*, described the events of the 1930's as follows:

"It started with Oxydol...A suggestion was offered by another agency...to run "Ma Perkins"...It dealt with a self-reliant widow and her business problems and family concerns. Evidence that the new program had won a following—a steady audience for repeated sales messages—was strong enough by December to let the show go national...

How many people were actually listening? How many to each station? Nobody knew because rating systems had not yet been perfected. P&G decided to test coverage by making a merchandise offer on the Oxydol program in the spring, a package of flower seeds for ten cents and a boxtop. The return was tremendous—more than a million! This was the first precise information ever obtained on radio coverage; the first evidence that radio advertising by itself was selling goods."

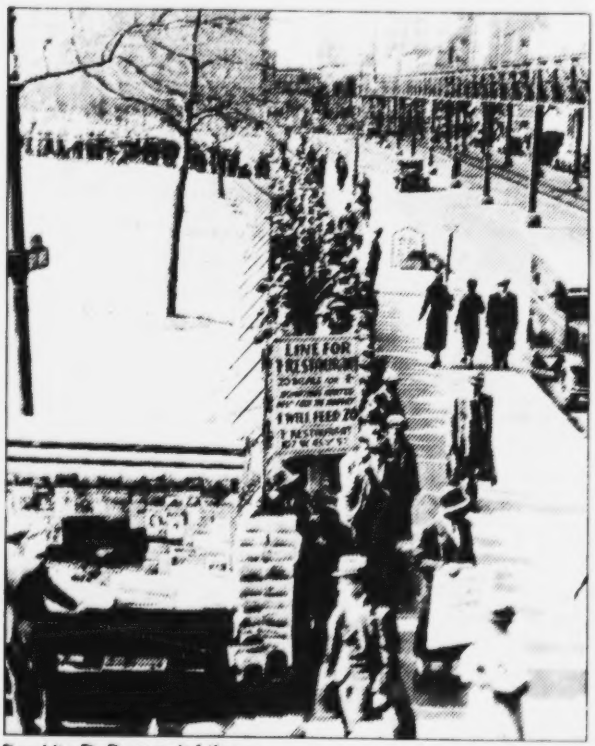
Ma Perkins

The cast of an early radio broadcast.

Fall Board Meeting, 1931-32

The economic crisis is now a major depression. Increasing your advertising seemed to help, so you will continue to do that. But it did not help enough.

It is still not clear how long these economic conditions will last, but prices have dropped severely. This means that the 1931 dollar is able to buy more than the 1929 dollar could buy. People are buying soap and cooking oil from your competitors at prices lower than you can afford. At their prices, you would lose money on every sale. What should you do? (See other side for your "Options".)



Franklin D. Roosevelt Library

The Detroit News

NO HELP WANTED

THE CINCINNATI COMMITTEE FOR STABILIZING EMPLOYMENT

reports many thousands of our own people out of work. Your presence here only adds to distress and does not improve your lot. Naturally our own people will be put to work first. Better seek a job in your own home town.

Copy of a notice posted by The Cincinnati Committee For Stabilizing Employment (The Cincinnati Historical Society).

OPTION 1

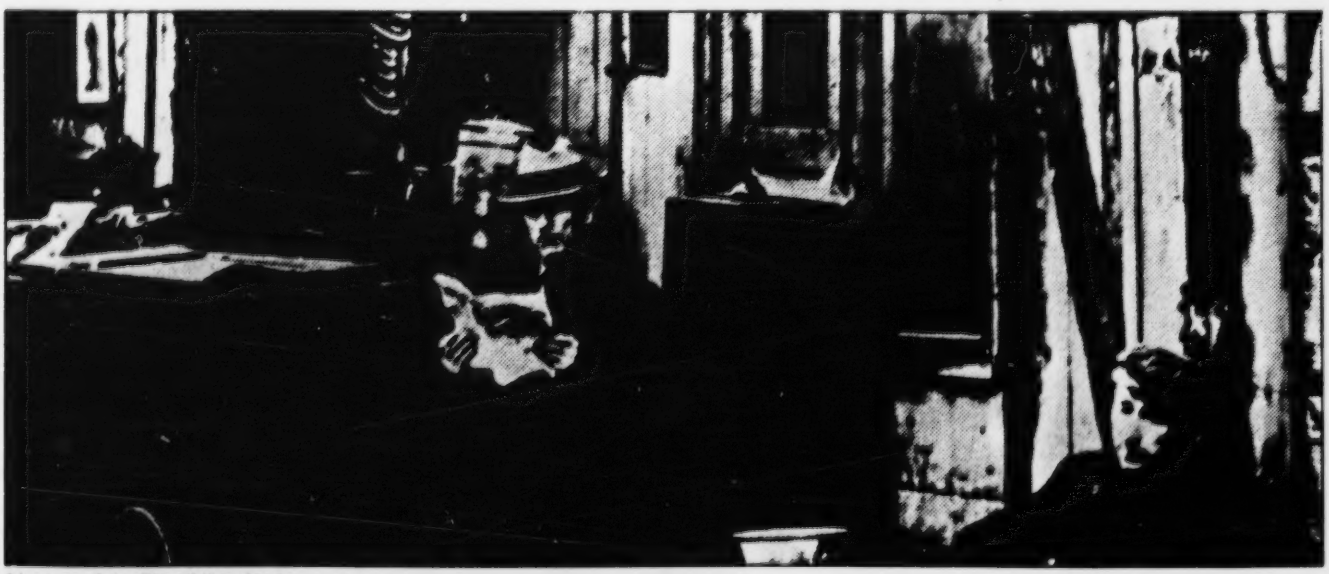
Maintain prices and lay off workers. By keeping your prices even with your costs, you will not lose money on each sale. You know some people will prefer to buy the less expensive product which will mean your sales will drop and you will be forced to lay off some workers. But by using effective advertising and depending on those people loyal to the quality of your product, you should be able to get by until you use up your expensive inventory. Then you can purchase raw materials at current prices, re-hire workers, and reduce the price of your product to compete with similar products on the market. The loss of buyers during your "expensive period" could be made up by widely advertising your price cut when it is possible for you to cut your prices.

OPTION 2

Reduce prices on your product and reduce your expenses by cutting employee salaries and wages. You will continue to lose money on each sale, but you will at least stay in competition with other companies and maintain the loyalty of your customers. Workers may grumble at the wage cut but, after all, employees are making the same incomes they made in 1929, and in 1931 this means that each paycheck can actually buy a lot more. Reducing wages of all employees will mean the company can afford to sell its expensive inventory at competitive prices. Then you can start making money again when you are able to buy low-cost supplies.

OPTION 3

Reduce expenses by reducing wages and lowering the quality of your products. If you save some of your expensive supplies and reduce the quality of your products you could reduce prices and compete with the prices of other companies. By reducing wages at the same time, you might be able to avoid a loss altogether. Some customers may grumble if your products are not as good as they used to be, but it is not likely that many of them would pay the high prices of your quality brand anyway.



Museum of the City of New York

Copy of a poster for a 1932 grocery store display.

THE PROCTER & GAMBLE COMPANY

CINCINNATI, U. S. A.

October 6, 1931

To all Employees of
The Procter & Gamble Co.

Effective October 15th, all salaries, including the salaries of all executives, will be reduced from 10% to 15%, and wages approximately 10%.

For the continued successful operation of its business, the Company's costs of production and distribution must be kept adjusted to the prevailing economic and industrial conditions.

In readjusting the salary and wage scale of The Procter & Gamble Company, the management has been careful that the actual wages paid measured in purchasing power have been kept above the 1928 and 1929 level.

We believe that such a readjustment is just and right and will maintain the same standards of living for our people as during those years of prosperity.

By order of the
Board of Directors
WM. COOPER PROCTER
Chairman

Text of a letter to all employees

Document C
Procter & Gamble Perspectives - The Great Depression

THE PROCTER & GAMBLE COMPANY

CINCINNATI, U. S. A.

Ivorydale, Ohio
October 7, 1931

Employees of the Manufacturing Department:

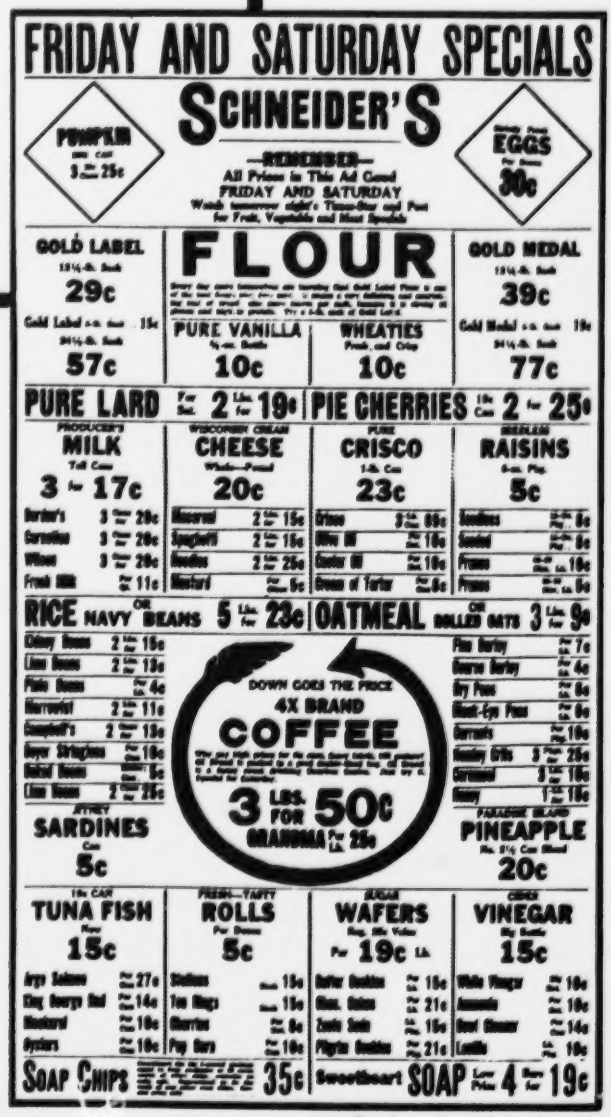
The wage adjustment referred to in the enclosed letter will be on the following scale:

Present Rates in Cents per Hour	Reduction in Cents per Hour
Below 35	3
35 to 44½	4
45 to 54½	5
55 to 64½	6
65 to 74½	7
Over 75	8

This will be effective with the first payroll period starting on or after October 15th.

R. K. BRODIE,
Vice-President
in charge of Manufacture

Text of an October memo to employees and copy of an October, 1931, newspaper ad.



Teacher's Note: See other side.

Teacher's Note:

Have students compare hourly rates shown on DOCUMENT C and product ads of the 1930's (DOCUMENTS C and D). Ask students to decide what employees could buy with their hourly wages.

KLEEMAN'S SPECIALS

HANDSOME BEDROOM SUITES $75

FREE

Circulator Heaters $14.75

MATCHLESS

WASHERS $38.50

BED-DAVENPORT SUITE $69

KLEEMANS

125-129 W. 5th St.

Invade Man's Domain

Change to SUEDE

If You Want to Be Smart

$2.95

SMART NEW MODES IN PUMPS OXFORDS STRAPS AND TIES AAA TO C

MABLEY & CAREW BASEMENT STORE

LEOS

ORIGINAL HOLE-IN-THE-WALL

Have NEVER Sacrificed Quality to Meet Price!

917-23 RACE ST. CHerry 1172-3

$2.84 $4.74

$5.19 $4.49

24c

$7c

Radiator Alcohol 67c A Gallon

47c

69c

FREE—FREE—FREE

67c

$2.19

GENUINE RCA RADIOTRONS AND TRIAD RADIO TUBES

DOWNSTAIRS STORE

89c

89c

$2.99

BICYCLES $18.94

$3.84

$1.59

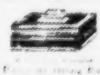
$1.34

PICKERING'S

1513th

PICKERING'S TOY HEADQUARTERS OPENING SALE THIS WEEK

131 FLOOR SAMPLES



49c

$1.95

59c

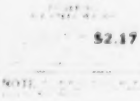
7c

$3.95

89c

39c

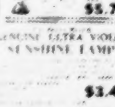
90c



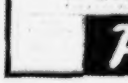
$2.17

69c

$2.69



$5.75



98c

GENUINE ULTRA VIOLET SUNSHINE LAMP

$3.45

Pickering's

311-19-25 Main St.

BAY-GEM STORES

17 Stores in Greater Cincinnati

These prices Saturday only

Stock the Medicine Chest at These Very Lowest 1932 Prices

3c Rocky Ford Cigars	5 for 10c
Ripple Smoking Tobacco	3 pkgs. for 11c
10c Lux Toilet Soap	5c
50c Lunar Face Powder	32c
25c Blue Jay Corn Plasters	16c
50c 1-lb. Lemon Cleansing Cream	39c
$1.50 Virginia Dare Wine	87c
$1.50 Peptonagar	77c
35c Sloan's Salve	19c
$1.00 Ovaltine, large	62c
15c Pinto Water, large	26c
25c Mennen's Talcum Powder	13c
$1.00 Gillette or ProBak Blades, 10s	59c
20c Bayer's Aspirin, 12s	11c
25c Modess, J. & J.	13c
$1.25 Caldwell's Syrup Pepsin	49c
75c Hobson's Laxative Salts	49c
25c Jergens' Lactris Soap	7c
10c Auditorium Bath Soap	6c
20c 1-lb. Epsom Salts	7c
14c Violet Glycerine Soap	2c
$1.00 Martha Lee Face Powder	63c
$1.25 Herbtone Tonic	59c
60c Norwich Milk Magnesia, full pint	23c
50c Frostilla Lotion	29c
25c White Fox Brilliantine	13c
35c La Lovine Antiseptic	23c
$1.00 Premier Mint-Flavor Cod Liver Oil	79c
25c Fern-a-mints	19c
25c Carter's Liver Pills	15c
$1.50 Agarol, large	99c
35c Ellebuny Shaving Cream	23c
$1.00 Lucky Tiger Hair Tonic	59c
$1.00 Cod Liver Oil, Bay [illegible] pint	39c
25c P. D. Medicated Throat Discs	15c
50c Tek Tooth Brushes	29c

BETTER CANDIES AT LOWER PRICES

Chocolate Peanut Clusters, 1 lb.	23c
Chocolate Covered Peanuts, 1 lb.	19c

OPERA CREAMS
DOWN GOES THE PRICE
The best you ever ate, at a price never offered before. 1 lb. only 19c

Chocolate Drops, 1 lb.	15c
Chocolate Peppermint Patties, 1 lb.	23c
Pecan Georgia Paper Shell Cracked, 1 lb.	29c

A page of ads from a Cincinnati newspaper of November, 1932

Summer Board Meeting, 1932 You must consider a nationwide appeal by President Herbert Hoover to all companies. He has asked that everyone "Share the Work" by reducing the number of hours in the work week for each employee and hiring the unemployed to work the other hours. Mr. Procter's niece (Mary E. Johnston) has tried to help you by showing you a letter her uncle (William Cooper Procter, P&G Chairman of the Board) has written her.

August 17, 1932

Dear Mary,

James Wilson, Labor leader, of whom you spoke was in the office yesterday, at my request, to talk over the question of a shorter week... He stated that 15,000,000 people are out of employment according to the American Federation of Labor figures and that it is the opinion of the Federation that it is imperative that these people be got to work in some way... Their recommendation will be a temporary, materially shortening of the number of hours of work per week at the same hourly wage (because the busy industry at this time cannot pay more—which is true.) and so distributing the jobs. In this way, he states that the purchasing power of the mass will be to some extent restored.

He answers the criticism that "shortening the hours of work of those who now have a job would decrease their spending power" by saying that the man who has a job now is the spending one dollar more than he has to as he is fearful that he may be out of work at any time. He points, as evidence of the correctness of his opinion, to the fact that the savings deposits in Savings Banks, especially those whose principal clientele is among labor, have largely increased, showing that those who are at work are saving a larger percentage of their wages than ever before...

I am giving some very serious consideration to shortening our labor week, but, of course, what I don't like about it is that the earning of our people would be adversely affected by a shorter week at the same hourly rate, and we cannot pay more. But it may be a case where they must help as others help in a situation of this kind.

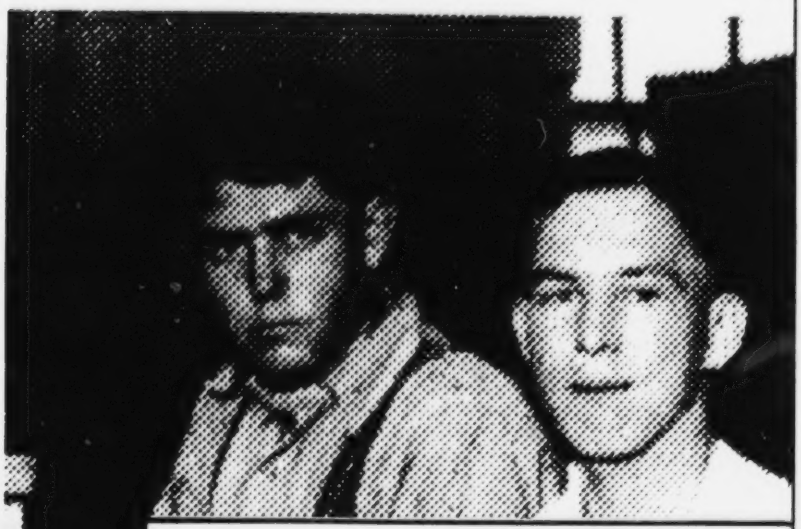
I hope these letters on these social labor policies are not uninteresting, but they are my problems and I like to tell them to you.

Always your own loving,
Uncle Cooper

William Cooper Procter
P&G Chairman of the Board, 1930-34

You share Mr. Procter's concern about the "Share the Work" policy. For instance, you have managed to maintain your workforce during the worst part of the depression. The benefits to the company in the goodwill and appreciation of your employees can be measured by production figures and by the workers' willingness to help the company save money whenever possible. You do not want to lose this mutual trust and goodwill. On the other hand, you realize that the rest of the country is not as stable as your business is, and that if the depression gets worse, your business will continue to suffer. What should you do? Why?

Handwritten copy of a letter from William Cooper Procter, P&G Chairman of the Board, to his niece, Mary E. Johnston, Cincinnati, Ohio, August 17, 1932. Mr. Procter and his wife, Jane Eliza Johnston, were childless, having lost their only baby at birth. So Mary, the daughter of Mrs. Procter's brother, Alexander, was a favorite of Mr. & Mrs. Procter.



The *Cincinnati Enquirer*, October 5, 1932

FIVE-DAY WEEK

Adopted For American And Canadian Plants Of Procter & Gamble Company.

In line with the nation-wide movement to spread available employment among the greatest number of workers, the Procter & Gamble Company announced yesterday that the five-day week has been adopted in all its plants in the United States and Canada, effective October 10.

In making the announcement William Cooper Procter, Chairman of the Board, said inauguration of the shorter working week is a definite means of relieving the unemployment situation, "and is the most important action that industry can take at the present time for the welfare of the unemployed."

Approximately 10,000 workers in the various Procter & Gamble plants will be affected, it was said. "Intensive study of the application of the shorter work week to office employees will be made immediately, as it is felt extremely desirable to spread employment here as well as in the factories," Colonel Procter .....

THE PROCTER & GAMBLE COMPANY

CINCINNATI, O., U. S. A.

September 30, 1932.

To Employees of
The Procter & Gamble Companies

Effective October 10, 1932, The Procter & Gamble factories will operate on the basis of a five day week . . .

This action is taken because of the Company's desire to participate in the nation-wide movement for the spreading of employment. The change will result in the employment of additional people and will also provide greater security for our employees now at work.

The Management believes the adoption of a shorter week is a necessary step to relieve the present unemployment situation, and if adopted generally, will materially increase employment, and will be a definite corrective measure in the present emergency.

WM. COOPER PROCTER,
Chairman of Board.

Excerpts from a memo to all employees

USING PERSPECTIVES TO DISCUSS ECONOMIC CONCEPTS AS A KEY TO HISTORICAL DEVELOPMENTS

The Great Depression unit contains examples of economic concepts as "played out" through the experience of one company. These concepts are highlighted in the following discussion.

The Great Depression unit can be used in developing an understanding of the following economic concept: *Major economic events (i.e., a depression) can force everyone (producers, buyers and sellers) to alter previous decisions about the best means to achieve desired ends.*

This unit describes a formal decision-making process based on economic considerations by which a producer (and anyone else for that matter) can make better decisions. The simulation gives students a chance to: 1) experience an actual decision-making situation forced by historical circumstances, and 2) to evaluate their own choice-making process as they assume the roles of the decision makers discussed in this unit. The economic reality here is that a discussion of how one corporation coped when confronted with the adversity of a depression can serve as a case study of the types of economic and citizenship decision-making challenges which face virtually all producers in a time of economic contraction.